



Early Childhood Data Collaborative

**Making Use of Integrated Data: State Examples of
How ECIDS Data Can Inform Policies and Practices**

June 6, 2017

Webinar



Overview

Overview of Early Childhood Data Collaborative

- Carlise King, Early Childhood Data Collaborative

Presenters:

- North Carolina's Early Childhood Integrated Data System
 - Dale Epstein, Child Trends
- Evaluating Early Childhood Program Access Using Integrated Data
 - Stephanie Hogenson, Children's Defense Fund Minnesota
 - Anita Larson, Minnesota's Department of Education



Early Childhood Data Collaborative

www.ecedata.org

The **Early Childhood Data Collaborative (ECDC)** promotes policies and practices to support policymakers' development and use of coordinated state early care and education (ECE) data systems.

Effective use of data systems will help policymakers improve:

- Access to high-quality programs
- Program quality
- ECE workforce quality
- Child outcomes



NC★ECIDS

North Carolina Early Childhood
Integrated Data System

WHAT IS NC ECIDS?

NC ECIDS is the single source for integrated North Carolina early childhood data for selected education, health, and social services program to help answer key policy and program questions.

NC ECIDS

Our Goal

We believe early childhood integrated data will lead to:



Better insight

into how early childhood services are utilized across NC



Better answers

to key early childhood policy and program questions



Better decisions

regarding use and refinement of early childhood programs



Better outcomes

for the children and families of North Carolina

PARTICIPATING PROGRAMS

Current:

- NC Pre-K
- Subsidized child care
- Early Intervention - IDEA, Part C
- Special Education - IDEA Part B (619)
- Food & Nutrition Services
- Child Protective Services

Planned for the Future:

- Head Start/EHS
- Temporary Assistance for Needy Families
- EC Workforce data
- Child Care Regulatory Data

INTENDED USERS AND USES

Two pathways:

- All Users (general public, participating state agencies, policymakers, researchers)
 - Standard Reports
 - Query/Customizable Reports
- Internal and External Researchers
 - Dedicated data request portal for individual research requests
 - Research stakeholder group

WHAT CAN WE DO NOW THAT WE COULDN'T DO BEFORE?

- Have a single source in NC for integrated early childhood data for selected education, health and social services programs.
- Can provide distinct counts of which children are being served and where.

WHAT CAN WE DO NOW THAT WE COULDN'T DO BEFORE?

- Provides the ability to link data to answer questions that currently cannot be answered (e.g., Part C and Part B).
- Researchers can request data to answer key policy and program questions.

EXAMPLES OF QUESTIONS THAT CAN NOW BE ANSWERED

- How many children are receiving multiple services?
 - What are the demographics of children who are receiving 3, 4, or 5 services?
 - Is there geographic variation where children are receiving larger or fewer numbers of services?

EXAMPLES OF QUESTIONS THAT CAN NOW BE ANSWERED

- How many children who are pre-K age eligible are not in NC Pre-K are receiving other types of services (e.g., subsidized child care, TANF, food and nutrition services)?

EXAMPLES OF QUESTIONS THAT CAN NOW BE ANSWERED

- How many children who received IDEA Part C (Early Intervention) services transitioned to IDEA Part B (Exceptional Children) services within 6 months of turning 3 years old?
 - Are there some counties (or certain demographic groups) where there are fewer or more children not transitioning from Part C to Part B who may need more assistance?

[HTTPS://WWW.ECIDS.NC.GOV](https://www.ecids.nc.gov)



Your source for North Carolina early childhood reports and data.



PUBLIC STANDARD AGGREGATE REPORTS



How many children used NC early childhood services during recent fiscal years?

PDF • 325KB • 1 page

Get the standard report

for 2014-2015 —

for 2013-2014 —

Or, create a custom version of this report



How many children received a combination of two programs during recent fiscal years?

PDF • 416KB • 2 pages

Get the standard report

for 2014-2015 —

for 2013-2014 —

Or, create a custom version of this report



How many children used two or more programs during recent fiscal years?

PDF • 584KB • 1 page

Get the standard report

for 2014-2015 —

for 2013-2014 —

Or, create a custom version of this report



How many NC Pre-K age eligible children are receiving NC ECIDS Services?

PDF • 293KB • 1 page

Get the standard report

for 2014-2015 —

for 2013-2014 —

Or, create a custom version of this report

[Show Less Reports](#)
(You must disable pop-up blockers to access reports.)

STANDARD REPORT

July 1, 2014 - June 30, 2015
North Carolina
Ages 0-5 Years¹



Total and Unduplicated Number by NC ECIDS Service

The total number of distinct, unduplicated children enrolled across all NC ECIDS Services is: 339,413. Of this total, 247,074 children were enrolled in only one program; 92,339 were enrolled in more than one program.

| Program | Total Children Enrolled ² | Children Enrolled Only in this Program ³ | |
|------------------------------------|--------------------------------------|---|------------|
| | | Count | Percentage |
| Child Protective Services | 31,708 | 7,524 | 23.7% |
| Exceptional Children (IDEA Part B) | 18,775 | 7,974 | 42.5% |
| FNS | 278,249 | 193,165 | 69.4% |
| Infant Toddler (IDEA Part C) | 19,070 | 8,289 | 43.5% |
| NC Pre-K | 28,832 | 11,161 | 38.7% |
| Subsidized Child Care Assistance | 73,060 | 18,960 | 26% |

This table shows the total duplicated and unduplicated counts of children enrolled in only one program who participated in NC ECIDS during the 2014-2015 State Fiscal Year.

¹Ages 0-5 Years includes children from birth to six years old minus one day.

²The column labeled **Total Children Enrolled** represents the total number of children enrolled at least one time in each program during the 2014-2015 State Fiscal Year. While some children may have been enrolled in a program multiple times within the year (e.g. because of eligibility status or moving), each child is only counted once regardless of how many times they enter or exit during the 2014-2015 State Fiscal Year.

³The two columns under the label **Children Receiving Only this Program** reflect the number and percent of children who were only enrolled in a given program, but not enrolled in any of the other programs listed. This provides an unduplicated count of children in each of these early childhood programs and services. For example 7,524 children were enrolled only in Child Protective Service (CPS) and no other programs, accounting for 23.7% of the CPS total enrollment. That also means that 76.3% of children served by CPS were enrolled in at least one other program.

Notes

- Each agency and program participating in NC ECIDS maintains its own data, and each one has protocols for data entry and data quality. NC ECIDS does not conduct any additional data quality measures. All programs ensure the highest quality data to the extent possible.
- When there is a count of children fewer than 10 in any cell, that number will not be shown. Those cells will display as VTSTS (Values Too Small To Show). When there are no children that meet the specific criteria within a cell (N=0), the cell will display as 0.0%.
- All numbers may not add up to 100% due to rounding. It is also possible that some rows and/or columns may not be based on a total of 100%, so the user should read each table carefully.

REPORT CUSTOMIZER

Total and Unduplicated Number by NC ECIDS Service



Your Selected Year
Your Selected Geography
Your Selected Age Group

Total and Unduplicated Number by NC ECIDS Service

| NC ECIDS Program | Total Children Enrolled | Children Receiving Only This Program | |
|--|-------------------------|--------------------------------------|---|
| | # | # | % |
| NC Infant Toddler Program (IDEA Part C) | # | # | % |
| Exceptional Children (IDEA Part B) | # | # | % |
| THIS IS A SAMPLE. ACTUAL REPORT WILL DIFFER. | | | |
| Food and Nutrition Services (SNAP) | # | # | % |
| Child Protective Services | # | # | % |

Notes

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2. When there is a count of children fewer than 10 in any cell, that number will be suppressed.

3. All numbers may not add up to 100% due to rounding. It is also possible that some row and/or column may not be based on a total of 100%, so the user should read each table carefully.

Report Range

Fiscal Year 2014-2015

North Carolina

Ages 0 - 5 years old

Report Settings

Programs to include

- NC Infant Toddler Program (IDEA Part C)
- Exceptional Children (IDEA Part B)
- NC Pre-K
- Subsidized Child Care Assistance
- Food and Nutrition Services (SNAP)
- Child Protective Services

Sub-groups to include

- None
- Gender
- Ethnicity/Race
- Ethnicity/Race and Gender

[Generate Report](#)

DATA REQUESTS



Log In



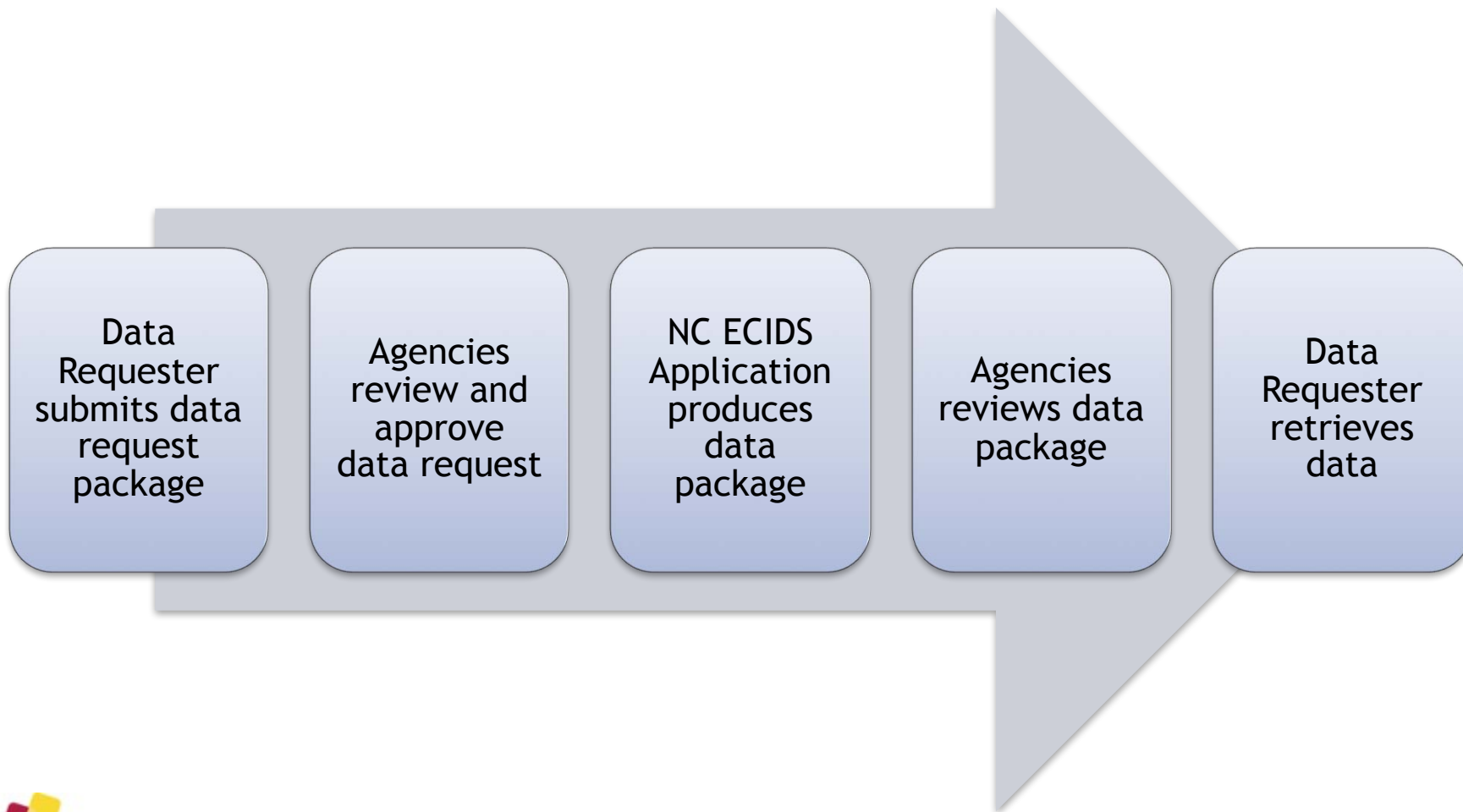
Data Requests

Are you a qualified researcher with a program or research question that cannot be answered by the data made publically available on the website? A data request system which allows qualified researchers to make data requests directly to NC ECIDS in order to answer specific program and research questions is available.

Our data request process works like this:



DATA REQUEST PROCESS



DATA REQUEST PACKAGE CONTENT

- Data Use Profile/Proposal (DUPP)
 - Profile Section: Information about the applicant
 - Proposal/Research Request Section
 - Description and purpose of project
 - How it will improve education, health, & well-being of children in NC
 - How it addresses at least one of NC ECIDS key questions
 - Research questions and methodology
 - Why Standard and/or Query Reports will not meet their need
 - Names of any other research staff to work with data

DATA REQUEST PACKAGE CONTENT (CONTINUED)

- IRB Status - Required to provide evidence of their IRB review.
- Research Confidentiality Agreement - All researchers on project must sign.
- Data Use Agreement - Official agreement between requester & NC ECIDS that covers the use, security, disclosure, and reporting of data requested in the specific Data Request.
- Data Cart - Data elements selected by the Data Requester.

QUESTIONS THAT CAN BE ANSWERED IN THE FUTURE

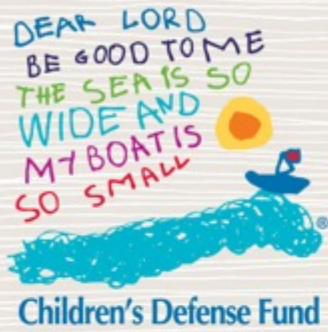
- How are children who received early care and education services doing in early elementary school?
- How do certain combinations of services affect children's outcomes?
- How does the quality of child care programs affect children's outcomes?

QUESTIONS?

FOR MORE INFORMATION:

DALE EPSTEIN

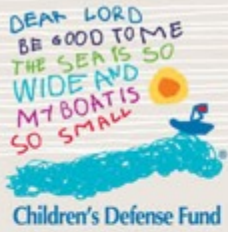
DEPSTEIN@CHILDTRENDS.ORG



Evaluating Early Childhood Program Access Using Integrated Data

An Analysis of Participation Data for Lower Income Children, Children of Color and American Indian Children from the Minnesota ECLDS.





Children's Defense Fund-MN

a strong, effective, independent voice for *all* children



Legislative Advocacy:

- Early Childhood
- Health Care
- Child Care
- Child Well-Being
- Economic Security



Research & Education:

- Issue Research
- KIDS COUNT

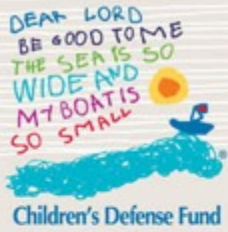
Outreach & Organizing:

- Bridge to Benefits®
- Voices & Choices for Children



Youth Leadership:

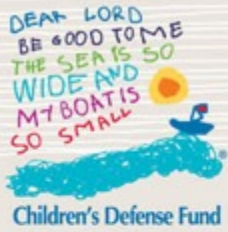
- Freedom Schools®
- Young Advocate Leadership Training® (YALT)
- Beat the Odds®



Early Childhood Integrated Data System Grant Program

Collaborated with the Minnesota Department of Education to gain comprehensive understanding of the ECLDS system, data and the system's governance to answer pressing policy questions.

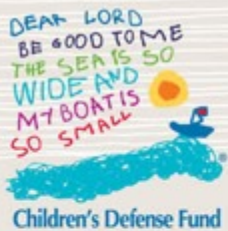




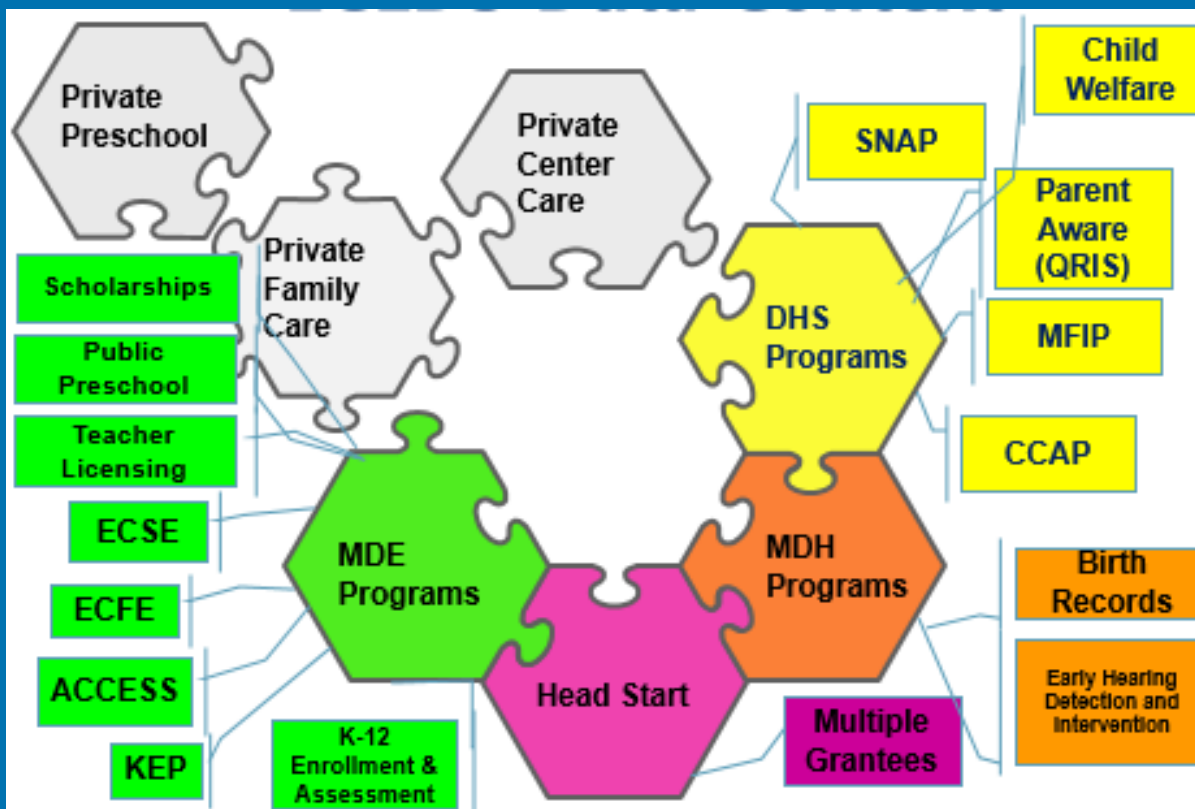
What is the Minnesota Early Childhood Longitudinal Data System (ECLDS)?

A web-based, integrated system that combines data collected by the Departments of Education, Human Services and Health focused on early childhood.
Launched in February 2016.

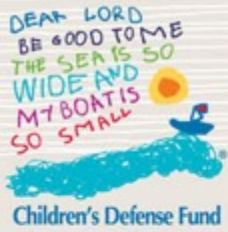




ECLDS Data Context

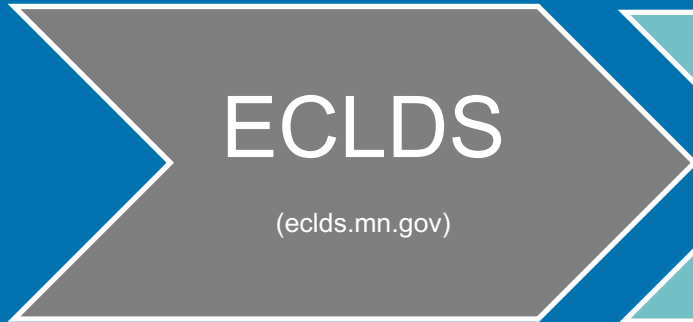


Slide compliments of MDE



Part of Broader State Work

Pre-K to 3rd
Grade



K-12,
Higher Ed
and Wages

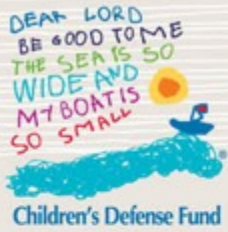


Higher Ed
and Wages



P20W

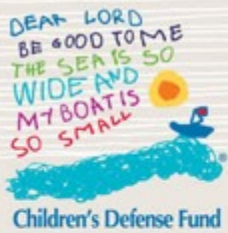
Slide compliments of MDE



Our Research Question

Research Question:

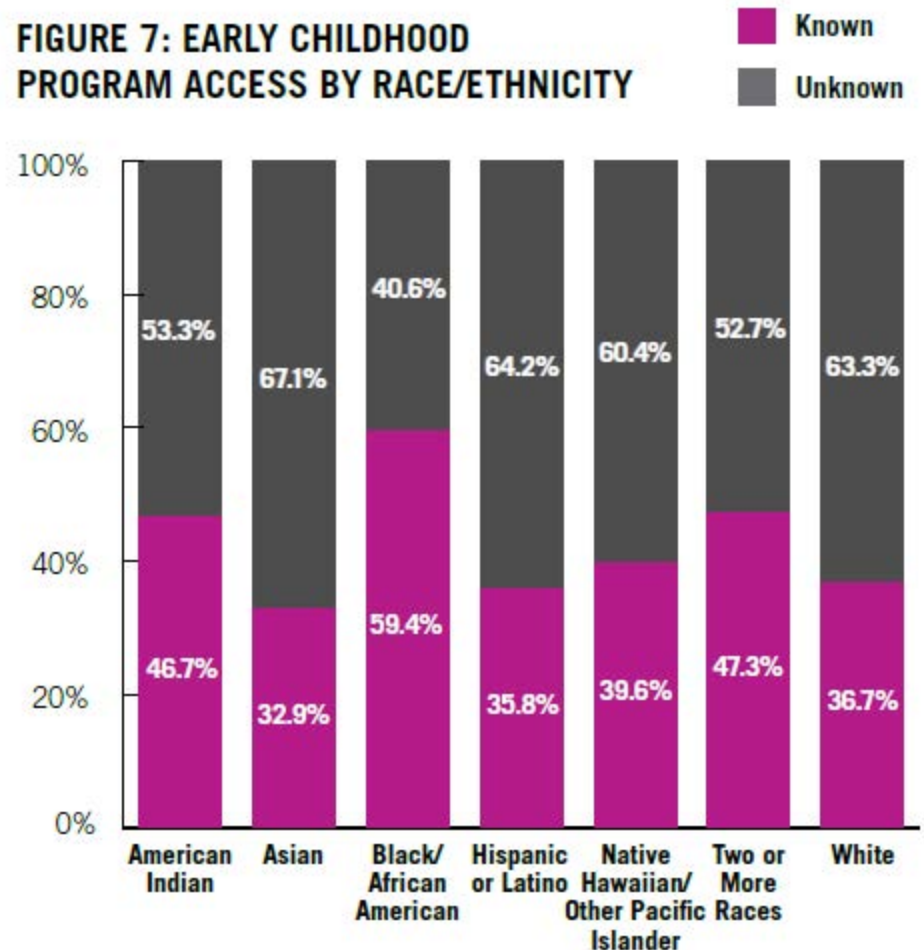
Do children of color and children enrolled in the state's TANF program (MFIP) and Food Programs (SNAP and School Meal Program) have equal access to early childhood programs?

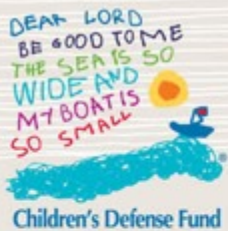


Key Findings

- 1) Black, American Indian, children of Two or More Races and children accessing TANF or food programs were more likely to access one of the four early childhood programs included on ECLDS than their White and wealthier peers.

FIGURE 7: EARLY CHILDHOOD PROGRAM ACCESS BY RACE/ETHNICITY

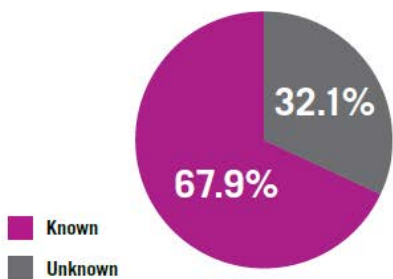




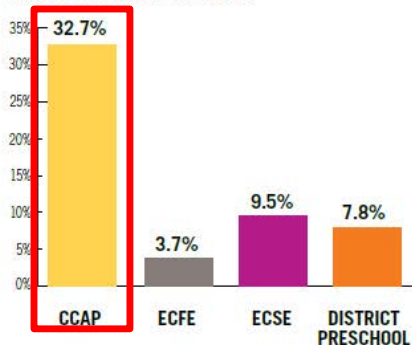
Key Findings

2) Child Care Assistance Program drives their participation in one or more of the four programs.

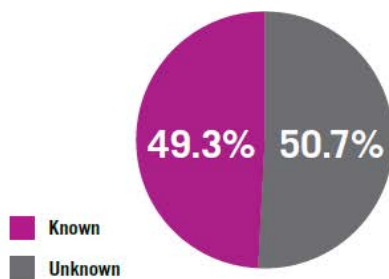
Children accessing the TANF program



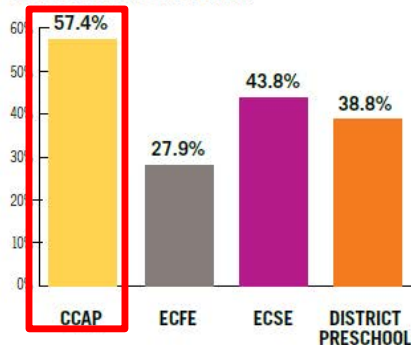
PARTICIPATION BY PROGRAM



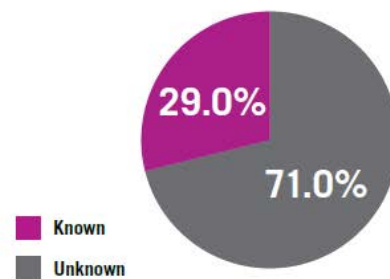
Children accessing the food program



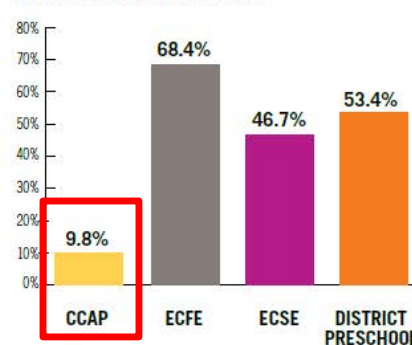
PARTICIPATION BY PROGRAM

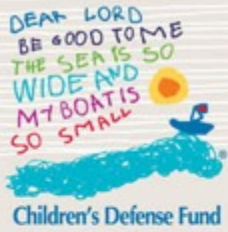


Children who did NOT access TANF or food program



PARTICIPATION BY PROGRAM

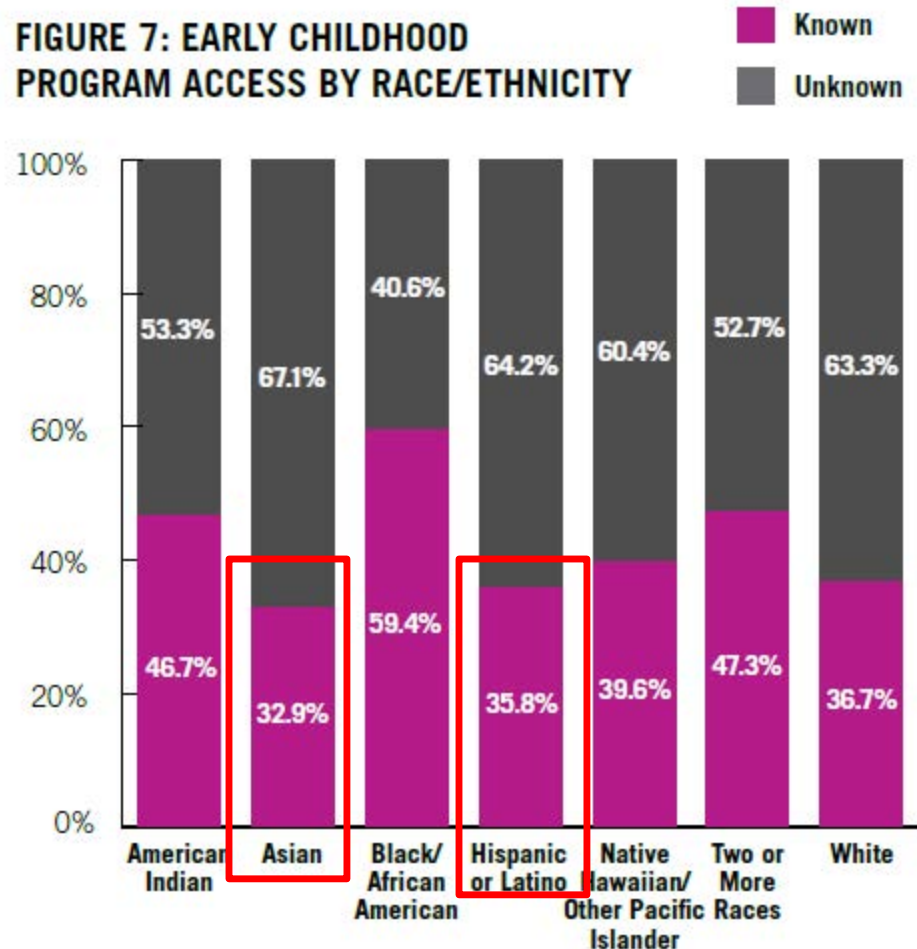


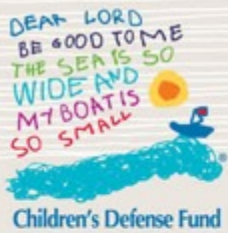


Key Findings

3) Hispanic/Latino and Asian children in MN have lower rates of participation in early childhood programs.

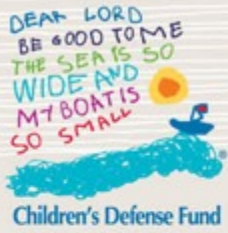
FIGURE 7: EARLY CHILDHOOD PROGRAM ACCESS BY RACE/ETHNICITY





Key Findings

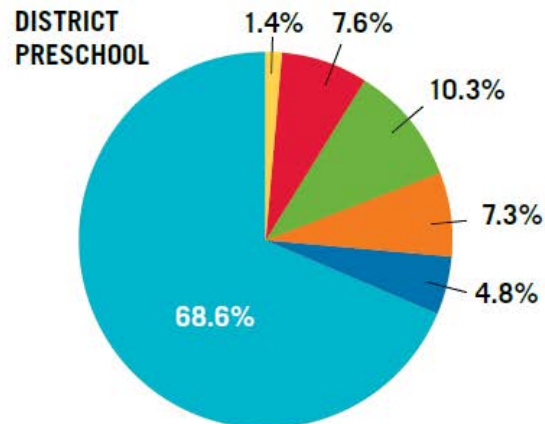
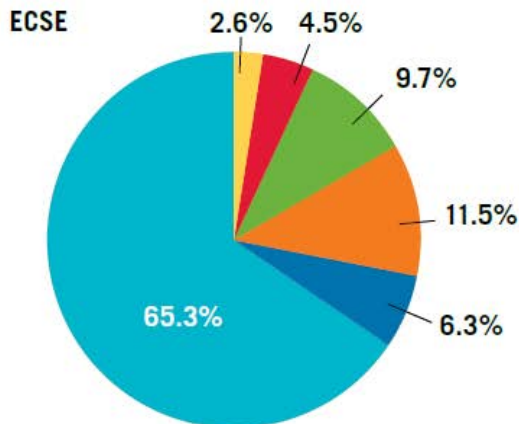
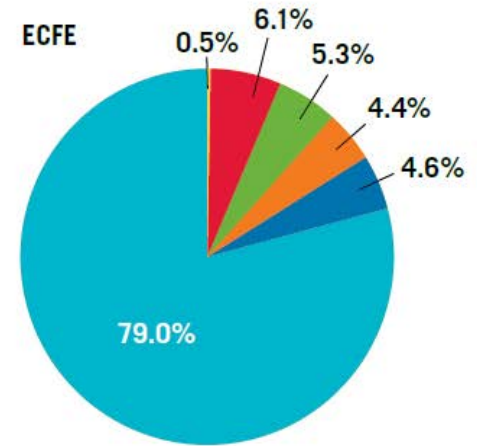
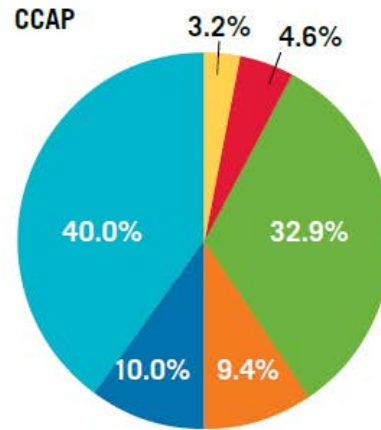
- 4) Participation in ECE programs varied by program type and race:
 - ✓ ECFE served wealthier, White children at a higher rate
 - ✓ District Preschool participation was representative of the diversity of the cohort
 - ✓ ECSE has slightly higher rates of lower income and children of color participating but below the rates in K-12 Special Education.

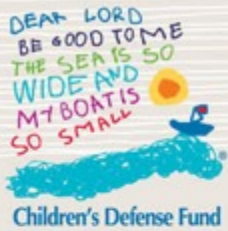


Participation by Race by Program

FIGURE 8: PARTICIPATION BY RACE BY PROGRAM

- American Indian/
Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Two or More Races
- White
- *Native Hawaiian/
Other Pacific Islander
total too small to
count by program





Next Steps

- Share analysis with legislators, advocates and others in early childhood field to implement report recommendations.
- Increase awareness of the ECLDS
- Encourage and support the use of the ECLDS data to inform early childhood programs and advocacy efforts

Evaluating Early Childhood Program Access:

An Analysis of Participation Data for Lower Income Children, Children of Color and American Indian Children from the Minnesota Early Childhood Longitudinal Data System



The potential for a future productive workforce, prosperous economy and thriving communities in Minnesota is being formed right now in the experiences and opportunities provided to the state's youngest citizens. During the first years of life a child's brain goes through its most rapid development with 700 new neural connections occurring every second.¹ Those neural connections are the building blocks of the brain, which is constructed from the bottom up starting with simple skills that provide the foundation for more advanced skills later in life. That's why providing a stable foundation for brain development in a child's earliest years through strong caregiver relationships, early education for all young children and early intervention when development is disrupted by adverse experiences (such as poverty, hunger, exposure to violence, or parental mental illness or addiction) is essential to ensuring positive outcomes later in a child's life. Investments in early education and intervention programs not only support future learning and development, but also reduce the need for remedial services like Special Education, justice systems, and public work support programs, and can result in societal returns on investment of up to \$16 for every \$1 spent on prevention and intervention.² This is the best possible investment communities can make in their children's futures. The state's future workforce and economy depends on how we treat children now because today's preschoolers are tomorrow's workforce.

adult-child interactions. These programs can tip the scales toward positive development for children by preparing them socially and academically for school, providing emotional support to build resilience, and including cultural support to develop a secure identity. Evidence has shown that children at greater risk of developmental concerns, like children of color, American Indian children, and lower income children, experience even greater positive effects from participation in rigorously evaluated early childhood programs that incorporate these high-quality components. Gains include improved school readiness, increased reading comprehension by third grade,³ improved health outcomes,⁴ and supported development of executive functioning skills like self-control, memory, leadership skills and mental flexibility.⁵

The benefits of early childhood programs have become widely known and recognized through public investment at the national, state and local levels. In recent years, Minnesota has invested millions of dollars into programs like Early Learning Scholarships, School Readiness, Voluntary Pre-K, Head Start and the Child Care Assistance Program (CCAP) because lawmakers, parents and citizens understand the long-term return on investments of these programs. However, it has become increasingly difficult to track data on children's early childhood program participation, particularly across programs, and long-term outcomes based on that participation primarily because early childhood programs are administered by different state agencies, have various levels and sources of funding, and track participation data and outcomes differently. This multi-services delivery approach that also allows for often necessary layering of services is beneficial to young children and families who have varying needs and access to services. However, it does make it difficult to track how services are layered, compare results and outcomes of services, and determine gaps in services for specific populations and geographic areas.

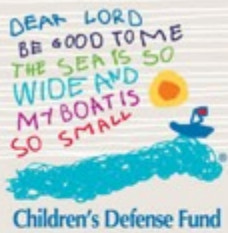


Early Childhood Investment in Minnesota

State and federally funded programs provide and support access to education, prevention and intervention services for young children and families in Minnesota. The purposes of these programs include supporting access to basic needs and work supports such as food, health care, and child care and promoting healthy child development and family stability through parental support and education, and access to high-quality early education. Effective early childhood programs and supports are safe, accessible and developmentally appropriate and include appropriately trained and compensated staff, parental support and involvement, language development support, small adult-child ratios, comprehensive supports to address the needs of the whole child, and responsive

Minnesota Early Childhood Longitudinal Data System

In order to gain a more comprehensive understanding of early childhood and social program participation and use patterns to identify gaps in services and opportunities for investment and outreach, integrated data between administrative agencies has become necessary. Minnesota began to embark on the creation of such a system in 2010 through Race to the Top Early Learning Challenge Grant Funding. Minnesota Early Childhood Longitudinal Data System (ECLDS) was launched in early 2016. The ECLDS is an interactive and accessible data tool that combines and links data collected by the Minnesota Departments of Education, Human



Contact Information



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Visit the ECLDS at eclds.mn.gov

Download the analysis at:

<http://www.cdf-mn.org/research-library/2017/evaluating-early-childhood.pdf>

Questions?





About ECDC

ECDC's mission is to promote policies and practices that support the development and use of coordinated, longitudinal early care and education state data systems.

READ MORE ▶

- Carlise King, Executive Director, Early Childhood Data Collaborative
Phone: 240-223-9329
Email: cking@childtrends.org
- Visit www.ecedata.org for more information
- Follow us on twitter @ecedata